



## Wyton Primary School Service Premium Statement of Impact 2016-17

**Number on Roll (NOR) September 2016: 178**

**Number of children entitled to Service Premium (SP): September 2016 = 78**

**Total Anticipated Service Premium Funding for September 2016 – July 2017: £23,400**

*Please note that if a pupil joins the school roll between census days, the school will not receive Service Premium funding until the following year's census. However, the school still makes provision for them.*

The Service Premium is designed to support children with parents serving in the regular British armed forces. In the past three financial years, schools have been allocated £300 in Service Premium for each eligible pupil on roll.

Like all children, children of service personnel are individuals from a wide variety of backgrounds. What they have most often in common is a highly mobile lifestyle, which means they frequently have to move schools. Pupils' responses to a mobile lifestyle will vary, and research undertaken over the past decade recognises that mobility brings both benefits and problems in different proportions for each child.

Children may be affected significantly by the attitudes and approaches to transition they encounter both at home and at the schools they attend. The Service Premium is designed both to harness the benefits of high mobility and minimise the possible problems.

The possible problems for mobile children include:

- a sense of loss at each move
- a sense of insecurity, especially if a parent is on active service
- a dependence on adults and/or other children of service personnel (including siblings)
- missed opportunities for schools to identify and address special educational needs
- language difficulties (for children who have been learning in languages other than English)
- difficulties in making commitments to relationships with peers, adults and schools as a whole, the danger of disaffection
- curricular discontinuity
- complications with public examination courses
- poor school transfer of information between educational systems leading, for example, to lack of challenge
- emotional and social development difficulties

Pupils attract the Service Premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- one of their parents served in the regular armed forces in the last 3 years
- one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

As an inclusive school, we ensure that teaching and learning opportunities meet the needs of **all** our pupils, whatever their background. However, we recognise that pupils from Service Families may need additional provision to support their highly mobile lifestyles, and we plan this provision carefully.

Service Premium funded provision is allocated on a half termly basis, following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving the Service Premium will be receiving Service Premium interventions at one time. Expenditure for each child is recorded in his / her Service Premium passport, which is made available to parents at their request. Impact is monitored and reported to governors termly through the Quality of Teaching, Learning and Assessment Committee.

Provision	Cost	Rationale
Provision of Transition Learning Mentor (25 hours per week) to implement the school's Transition Protocol, which was developed as a result of a five-school cluster pilot project funded by the 2011 round of M.O.D. grants and has been reviewed annually since.	£11,800	<p>Research has shown that high levels of mobility can disadvantage pupils academically, as they focus their attention on settling into their new surroundings and adjusting to new routines. Historically, the school has been subject to high levels of pupil mobility, typically around 30% of pupils moving in and out during the academic year. This is due to the unique demographic of the school – typically between 40% and 50% Service Premium and between 10% and 25% Pupil Premium each year. Both groups have high levels of mobility.</p> <p>A thorough Transition Protocol, based on models of best practice and implemented by a dedicated Teaching Assistant should enable pupils to settle in quickly and reduce barriers to learning caused by mobility. The Transition Learning Mentor will also undertake entry-level assessments, so that the pupils can receive appropriate close the gap intervention work should this be necessary.</p> <p>The Transition Protocol is applied to all pupils joining the school and to pupils in Year 6 who require pastoral support in preparation for their transition to secondary school. However, particular attention is paid to ensuring that the needs of our Service Pupils are addressed during the transition protocol period and that they are 'signposted' to other Learning Mentors if they still appear to have significant gaps in their learning.</p>
Provision of high quality 1:1 or 1:2 narrow the gap tutoring for pupils identified as being at risk of under-achieving in both KS1 & KS2 (90 hours per week)	£8,000	SP pupils across the school have a range of ability. Following their initial 6-week transition period, they are 'signposted' to further support, according to needs identified. The needs of all pupils are subsequently identified through the analysis of half termly assessments and daily class work. This provision will enable targeted support and intervention in core areas according to need, including the more able.
Provision of group support and withdrawal groups with an experienced teacher for English and Maths to reduce underachievement for pupils in vulnerable groups in Years 2 and 6 (12 weeks, 1 session a week)	£1,680	School data for Y6 provides evidence that 'booster groups' can be an effective means of narrowing gaps, particularly at key transition points, such as Y2 and Y6. SP pupils in Y2 and Y6 are targeted for this support. This is because so many of our pupils in Years 2 and Years 6 have joined us late in their KS1 or KS2 education.

#### Positive Outcomes

- In July 2017, school data systems and externally marked SATs papers show that the attainment of Service Pupils in Year 6 who had attended the school for 4 years or more exceeded or was at least in-line with their non-Service Premium peer groups.

Year 6 End of Key Stage 2 SATs	Service Premium % Achieving Standard, including those joining the school in Year 5	Service Premium % Achieving Standard, including pupils attending the school for 4 years+	Non-Service Premium % Achieving Standard
Reading	80%	100%	76.9%
Writing	80%	100%	76.9%
Mathematics	60%	100%	76.9%
In all three (R,W & M)	60%	100%	76.9%

- Those Service Pupils who joined the school late in Year 5 (60% of the Service Premium cohort) made good personal progress, given their starting points on entry and this was evidenced in Pupils' assessment folders, workbooks and the school tracking systems
- In July 2017, school data shows that the attainment of Service Pupils in the EYFS exceeded or was at least in-line with their non-Service Premium peer groups:

EYFS (End of the Early Years Foundation Stage) Good Level of Development measure	Service Premium% Achieving the GLD	Non-Service Premium % Achieving the GLD
	88%	75%

- In July 2017, End of Key Stage 1 SATs results show that the attainment of the Service Premium Group exceeded or was at least in-line with their non-Service Premium peer groups:

Year 2 End of Key Stage 1 SATs	Service Premium% Achieving Standard	Non-Service Premium % Achieving Standard
Reading	84.6%	71.4%
Writing	61.5%	64.3%
Mathematics	92.3%	71.4%
In all three (R,W & M)	77.8%	66.7%

- In addition, in July 2017, parents and teaching staff report that new Service pupils settled in quickly and engaged well with school life and learning – in many cases, parents felt, more quickly than in previous settings.
- Furthermore, parents and teaching staff report that remaining at Wyton on the Hill coped successfully with the emotional impact of the moving on of their friends and classmates.

#### Areas for development:

- Service Premium pupils undertaking the Year 1 Phonics Test did not achieve in-line with their Non-Service peers, although they had been targeted for support. In this case, the pupils in question had not met GLD in their EYFS and although they made good personal progress, were not able to catch up with their peers by the time of the test. These pupils are on track to pass the check at the end of Year 2. For 2017-18 a new programme for teaching phonics is in place in Year 1 to accelerate the progress of those who do not meet GLD at the end of EYFS.

Y1 Phonics Screening Test	Service Premium% Achieving Standard	Non-Service Premium % Achieving Standard
	78%	88%

- End of year data for Year 2, indicates that the Service Premium cohort did not perform in-line with their Non-Service peers in writing. In this case, all of the Service Pupils who did not achieve Standard in writing were boys, some of which had joined the school at the end of Key Stage 1. The Key Stage 1 team have implemented a new approach to the teaching of writing for 2017-18, which is designed to motivate and inspire our boys to become good writers.

Year 2 End of Key Stage 1 SATs	Service Premium% Achieving Standard	Non-Service Premium % Achieving Standard
Writing	61.5%	64.3%

Provision	Cost	Rationale
Provision of Learning Mentor hours to look after the welfare of children from Service Families in need (3 hours per week)	£2,200	3 hours of Pastoral Learning Mentor support (per week) will enable pupils to receive interventions and therapies tailored to their individual needs (including play therapy, Drawing and Talking, as well as personal interventions plans aimed at improving attendance, self-esteem and engagement).

**Positive Outcomes**  
**This year, the school's Pastoral Learning Mentor worked with targeted pupils, some referred by their parents, to work through a range of challenging life experiences, including bereavement, family separation, attachment issues and the absence of one or more family member from the family home.**  
**Members of staff and parents report that target pupils receiving pastoral support are engaging confidently and competently with school life and learning.**  
*NB Specific data / case study work to support this statement is available on request, but has not been published online, in order to preserve the anonymity of individuals who may be identifiable from data summaries, particularly in the case of Service Premium pupils with SEND (Special Educational Needs or disability).*

**Total Expenditure: £24,680**

